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ABSTRACT

The purpose of this dissertation is to compare the perceived transformational leadership competencies of African-American and Anglo-European community college vice presidents and deans in Maryland, North Carolina, South Carolina, and Virginia. The Multifactor College Leadership Questionnaire II (MCLQ-II) was used to survey the self-perception of community college leaders and the perceptions of followers/team members who work with these leaders. There are five orientation sub-scales of the MCLQ-II: intuition, influence, people, motivation and ethics. The survey respondents included 51 African-American and 41 Anglo-European vice-presidents and deans, as well as 146 followers/team members (38 African-American, 102 Anglo-European, and 6 of unknown ethnic background). Findings suggest that African-American and Anglo-European leaders have no significant differences in self-perception of leadership competency for four of the five sub-scales. For the fifth sub-scale, ethics, African-American leaders ranked their competencies significantly higher than their Anglo-European counterparts. Findings also suggest that followers/team members perceive no significant differences in transformational leadership competencies of African-American and Anglo-European leaders. Based on these findings, further research on ethnic differences in the ethics sub-scale is recommended. Appendices include the MCLQ-II, cover letters sent to participants, and a confidentiality statement. (Contains 26 tables and 60 references.) (RDG)

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A COMPARISON OF AFRICAN-AMERICAN AND ANGLO-EUROPEAN COMMUNITY COLLEGE LEADERS

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by

Lawrence Lee Rouse

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ABSTRACT

Rouse, Lawrence Lee. A Comparison of African-American and Anglo-European Community College Leaders. (Under the direction of George A. Baker and Rosemary Gillett-Karam.)

The purpose of this study is to compare the perceived transformational leadership competencies of African-American and Anglo-European community college vice-presidents and deans in Maryland, North Carolina, South Carolina and Virginia. The survey method was used to assess the leadership competencies of a population of African-American community college vice-presidents and dean. The population comprises 76 vice-presidents and deans. The response rate is 67% with 51 useable questionnaires coded for analysis. The study included 41 Anglo-European vice-presidents and deans and 146 followers/team members. Questionnaires were received and analyzed from 38 African-American followers/team members, 102 Anglo-European followers/team members and 6 followers/team members not indicating ethnic background.

This investigation assessed perceived transformational leadership competencies using the Multifactor College Leadership Questionnaire II (MCLQ-II). The research compared the self-perception of African-American and Anglo-European community college vice-presidents and deans on five sub-scale of the MCLQ-II to determine if significant differences in leadership

competencies could be determined. The research also investigated whether differences in the perception of leadership competencies by followers and team members existed. The four hypotheses of the study were tested using *t*-tests to measure the differences in perceived transformational competencies in each of the five sub-scales of the instrument.

The findings of the study suggest that there are no significant differences in the self-perception of transformational leadership competencies of African-American and Anglo-European vice-presidents and deans in the four sub-scales of intuition, influence, people and motivation. However, a significant difference was found in the sub-scale of ethics. African-American vice-presidents and deans perceived and ranked their leadership competencies in the ethics component significantly higher than Anglo-European vice-presidents and deans. The findings of the study also suggest that followers and team member perceived no significant differences in transformational leadership competencies of African-American and Anglo-European vice-presidents and deans.

Additional study of the self-perception of transformational leadership competencies African-American vice-presidents and deans in the ethics sub-scale of the MCLQ-II should follow. Further investigation using personal interviews and case study would give clarification to the higher self-perception rating of

African-American vice-presidents and dean in the ethics component.

Biography

Lawrence Lee Rouse was born September 9, 1956 in Sumter, South Carolina, the son of Maple T. Rouse and Roy L. Rouse. He received his elementary and secondary education in Sumter, South Carolina, graduating from Sumter High School in May of 1974.

He received his Bachelor of Arts degree with a major in Sociology from Voorhees College in May of 1978, graduating Cum Laude with high honors in Sociology. The author received the degree of Master of Education in Community and Occupational Programs in Education from the University of South Carolina in May of 1992.

His professional career in higher education began in May of 1982 as a Student Development Specialist at Central Carolina Technical College. From August of 1985 until October of 1996, he held the position of Director of Cooperative Education and Placement Services. Committed to the ideals of higher education as a vehicle to enrich the lives of individuals, he advanced to the position of Dean of Students in October of 1996. In November of 1997, the author began serving as the College's Associate Vice-President of Enrollment Management. During his current tenure at Central Carolina Technical College, he supervises the offices of

recruitment, admissions, registrar, testing, financial aid, student counseling, career services, and student retention.

In the Fall of 1993, the author received a Kellogg fellowship through the Academy for Community College Leadership Advancement, Innovation and Modeling to begin his doctoral studies at North Carolina State University. In support of his doctoral research, he a received Joseph D. Moore fellowship through the National Initiative for Leadership and Institutional Effectiveness in the Spring of 1994.

The author is married to the former Janie Lee White and they have two children, Lee, born in 1983 and Whitney, born in 1985.

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To my wife, Janie, and to our two children, Lee and Whitney, I express my deepest love and gratitude for the encouragement, understanding and support that you have expressed during this journey. Your sacrifices made it

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To my maternal grandfather and grandmother, James "Sonny" (deceased) and Marie Toney (deceased), thank you for instilling in me the thirst for knowledge and a sense of pride in my heritage.

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And finally, for the gift of life, I thank God. As the leader of my life, I have learned the true meaning of leadership through the examples set by the ultimate and supreme leader, God.

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CHAPTER I

INTRODUCTION

Community colleges in America have had a development of both continuity and conflict since the first public junior college was established in 1902. Their mission, academic programs, and student population have grown. The 1,222 community colleges in America today continue to redefine their role in higher education, through innovative and comprehensive programming and leadership development.

Historically, the American community college has been an institution unique by virtue of its mission to provide first and second year higher education opportunity to all adults who made a deliberate decision to attend. Commonly called an "open-door" and "open-access" institution, the historical mission of the community college is egalitarian-all citizens have a right and a privilege to obtain higher education. This mission began in the senior higher education institutions.

The passage of the Morrill Act of 1862 was a watershed in higher education; it began the democratization of higher education. The act authorized the establishment of higher education institutions within each state to provide agriculture and mechanic arts education; hence, the

agricultural and mechanical colleges and universities. The effects of the act however were not immediately evident. Initially providing the foundation for the establishment of land-grant colleges; later, it would provide both a precedent and example for the establishment of junior and later, community colleges.

The second Morrill Act (1890) continued to increase access opportunities to citizens who wanted a higher education by denying funds to states which discriminated on the basis of race (unless the state was willing to establish separate institutions). Eventually, this act gave rise to historically black colleges and universities, opening the door to many African-Americans.

Two other eras are critical to the history of democratizing higher education- the great depression and World War II. During the Great Depression higher education was redefined in America. Many students were forced to attend the newly established junior colleges based on economic necessity and the growing need for more practical, employment-related education.

By 1944, the Serviceman's Readjustment Act gave junior colleges a boost, and as individuals returned from World War II, they began to enroll in large numbers and received stipends for attending college. The Truman Commission Report,

Higher Education for American Democracy, asserted that 49% of the American population could benefit from attending a junior college (President's Commission on Higher Education, 1947). After World War II, the majority of new junior colleges took on the name "community college." The newly named community college once again broadened their mission to address community and educational issues including race, poverty, urbanization, unemployment, transfer programs, basic skills education, and industry training. By the 1950s and 1960s, community colleges progressed at a fast pace; at one point, community colleges were opening at the rate of one per week for a two-year period (Vaughan, 1992).

Today community colleges represent to many the American ideology of equality of opportunity in regards to obtaining an education, yet they continue to face challenges. No doubt it is important that the leaders and governing bodies of these institutions find creative ways to accommodate the demands placed on them. For example, community college leaders of today face complex tasks in defining and redefining their colleges' missions to maintain their egalitarian ideal while balancing the special current needs of a changing world. Leaders balance open access with selectiveness, comprehensiveness with focus of purpose, and diversity with homogeneity.

The leaders of community colleges possess a vision to move their institutions forward. The new leadership of such institutions, similar to the changing population, is increasingly female and minority groups, traditionally groups who have not had experience in this role.

African-Americans have not ascended to top leadership roles within American community colleges, although they are well represented within the population of students who attend community colleges. The Community College Fact Book (1988) reports that of 28,151,000 African-American citizens, 457,000 were enrolled in two-year institutions.

The Civil Rights Act (1964) and subsequent acts produced laws and equal opportunity initiatives aimed at addressing the issues of inequity in hiring and promotion policies of organizations. The result of affirmative action laws and equal opportunity initiatives is an increase in the number of African-Americans who are employed in various occupations and positions in business, industry, government and academic arenas. However, there remains relatively few African-Americans within the top ranks of leadership of organizations and institutions. Anglo-Americans make up 75.6 percent of the nation's population and they are 89.2 percent of officials and managers in private industry. By contrast, African-Americans make up 12 percent of the population, they are only 5.3

percent of officials and managers in private industry (Jackson, 1995). Vaughan and Weisman (1998) report that African-Americans represent only 5.2 percent of chief executive officers.

In 1972 the Director of the Office of Civil Rights of the Department of Health, Education, and Welfare issued a set of guidelines to college and university administrative personnel in the matter of compliance with Executive Order 11246. The obligations facing institutions of higher education fall into two categories: nondiscrimination and affirmative action. Nondiscrimination requires the elimination of all existing discriminatory practices. Affirmative action requires the college or university to take positive measures to make opportunities available to individuals belonging to groups that have been discriminated against in the past. Goals are required, but quotas are not. The order does not require that standards be lowered or diluted in the hiring or promotion of target groups.

Although Executive Order 11246 has been in effect at colleges and universities for over a decade, there remains a need to utilize underrepresented groups in administrative and leadership roles. Community colleges with the mission of egalitarian educational opportunities are critical institutions that in hiring and promoting traditionally

underrepresented groups. At this time, the number of African-American in community college leadership positions is not reflective of the population of African-Americans. Ideally, the number of African-Americans in leadership roles should reflect their proportion within the population.

African-Americans represent 12% of the population of the United States and are expected to grow to 13.3% of the population by the year 2000 (El-Khawas, Carter & Ottinger, 1988).

The hiring and promotion of African-Americans to leadership roles should be based not on race alone but also on the principles of fairness and merit (Steele, 1991). The current study assessed the leadership competencies of African-American leaders in comparison to their Anglo-European counterparts to add to the knowledge base and to assist those in position to make hiring and promotion decisions make those decisions armed with an understanding of the leadership competencies of African-Americans.

Statement of the Problem

While there is an abundance of research on academic leadership, less research exists on community college leadership and even less on African-Americans as community college leaders. There is a need to develop a more

comprehensive knowledge base as it relates to African-American leaders within the academic environment. There is also a need to assess the leadership competencies of African-American leaders and how those competencies compare to Anglo-European leaders.

As community colleges attempt to become more community-based in their programming and services, more efforts to recruit, hire and promote more African-Americans into leadership positions are necessary, especially at the level where crucial governance and administrative decisions are made. Knowledge of and confidence in their leadership competencies can enhance recruitment, hiring and promotion of African-American leaders.

Community colleges are becoming more responsive and accountable to their internal and external customers. In order to serve the needs of all the constituents of their service areas, community colleges should insure that their administration, staff, and faculty adequately represent their constituencies. Their mission, philosophy and community focus, position them as responsive institutions.

To achieve diversity in their leadership ranks, community colleges are being asked to actively promote underrepresented groups such as African-Americans to policy and decision making

positions where the interests of these groups can be effectively articulated.

Roueche, Baker and Rose (1989) suggested in their study of transformational leaders in community colleges, that community college leaders must change the unintended neglect of members of minorities groups and women in positions of leadership.

In light of the dearth of research on African-American community college leaders and the need to promote diversity within community colleges, this study examined leadership competencies of African-Americans who are in the administrative pathway, those aspiring to leadership positions in community colleges.

Significance of the Problem

Community colleges face an environment that is increasingly multicultural however the leadership ranks are dominated by Anglo-European males (85.6 percent of community college CEOs are Anglo-European (Vaughan & Weisman 1998)). The community college has evolved in accordance to its role, mission, philosophy, programs and stature, yet there remains a lack of ethnic and gender diversity within leadership ranks. The nature of diversity within community colleges was addressed by Gillett-Karam, Roueche and Roueche in

Underrepresentation and The Question Diversity: Women and Minorities in the Community College; they state:

In the 1990s, a new emphasis is emerging, which could be called the era of developing diversity for community colleges. This era focuses on the avowed mission of the community college: that, as a mirror of society, the college will recognize racial-ethnic and gender diversity and work to include members of ethnic minorities and women in all leadership roles, including faculty, administration, and support staff (1991, p.7).

Given the low numbers of African-American community college leaders (70 of the 1,222 community colleges in the United States are led by African-American presidents) and the fact that community-colleges have positioned themselves as egalitarian institutions, their leaders should seek innovative ways to promote greater diversity (Presidents' Roundtable, 1994).

Study of Leadership Competencies

The history, mission and philosophy of community colleges position them as egalitarian institutions that serve to democratize education. These institutions are viewed as "open door" colleges, which serve citizens from all walks of life; therefore efforts to fully integrate them at all levels

particularly, top administrative levels where crucial decisions are made regarding programs and policies are under way. In Dilemmas of Leadership, Vaughan (1992, p. xviii) states:

> First, more than any other segment of higher education, community college members are in daily contact with practically all parts of society.
> The community college, then, provides a logical forum and focus for the examination of leadership and values and of ethical dilemmas faced by leaders in higher education.

The current research compared the perceived leadership competencies of African-American Community college vice-presidents and deans to the perceived leadership competencies of Anglo-European community college vice-presidents and deans. This comparison study investigated the similarities and differences that exist between African-American and Anglo-European leaders.

The major research questions that the study addressed are:

1. Is there a difference between African-American and Anglo-European community college vice-presidents and deans perceptions of themselves as leaders?
2. Is there a difference between the perception of African-American and Anglo-European community college

vice-presidents and deans by their followers/team members?

According to Boggs (1989) presidents have not necessarily attained the presidency directly from faculty positions: 26% of community college chief executive officer were deans prior to becoming presidents; 24% were vice-presidents; and 16% transferred from another college at which they were presidents.

It appears that appropriate pathway positions from which presidents ascend are vice-presidencies and dean (Boggs, 1989, 1994, Vaughan, 1986, Vaughan, Mellander, & Blois, 1994, Roueche, Baker, & Rose, 1989). Research on the leadership competencies of African-Americans currently occupying the vice-president and dean position within the community college setting may give an accurate assessment of the future leaders of community colleges.

This research explored the leadership competencies of African-American community college leaders at the vice-president and dean levels through the use of the Multifactor College Leadership Questionnaire II (MCLQ-II) developed by George A. Baker III.

Two forms of the instrument, the self-evaluation form and the team member form, were utilized to gather data. Both

leaders and followers/team members assessed perceived transformational leadership behaviors and competencies. The instrument was developed by Baker (1989) based on the Shared Vision study of transformational leadership in American community colleges. It was later revised by Baker through the Russell Study (1991) and again in 1994.

The self-evaluation form of the questionnaire was administered to African-American and Anglo-European vice-presidents and deans at community colleges in a four-state area (Maryland, North Carolina, South Carolina and Virginia) to assess the perception that these leaders have of their leadership style.

The team member form of the questionnaire was administered to those who report to the selected vice-presidents and deans to assess their perception of their leaders' leadership style.

The questionnaire was sent to vice-presidents and deans of community colleges in Maryland, North Carolina, South Carolina and Virginia, which are states participating in a pilot leadership development program designed to increase the number of women and minorities in leadership positions.

The responses of African-American vice-presidents, deans and their followers are compared to the responses of Anglo-European vice-presidents, deans and their followers to compare

and contrast perceived leadership styles and competencies. The research attempted to discern significant differences in leadership competencies of African-American and Anglo-European leaders.

This study contributes to the body of research on community college leadership; and it may assist in the promotion of diversity within the ranks of leadership by fostering knowledge of and confidence in the skills and qualifications of African-American leaders.

Limitations of the Study

The limitations of this study are attributable to several factors that are inherent in the use of the survey methodology to conduct research. The following limitations are noted:

1. The instrument used in the current study is Designed and validated to assess transformational leadership competencies and do not assess transactional or other leadership attributes.
2. Questionnaires mailed to participants in survey research does not allow for interaction with respondents to receive qualitative data.

3. The selected questionnaire does not assess personal factors that may influence perception of leadership competencies.
4. The possibility of differing or unintended interpretation of questionnaire items may influence the response of participants.
5. The study was conducted in a limited geographical area.
6. Participant may be reluctant to answer items honestly due to concerns about confidentiality of their responses.

CHAPTER II

Literature Review

There is an abundance of literature and research on leadership, particularly as it relates to the attributes of leaders. The majority of literature tends to focus on leadership in settings other than community colleges, however a review of this literature is helpful in gaining an understanding of current concepts and use of leadership in organizations. There is some literature and research on leadership in the context of the higher education setting in general, but less on leadership in community colleges. The literature concerning African-American leaders within community colleges and the competencies that they possessed is limited and appears to be an area that needs further exploration.The major tasks of the review of literature is to gain a view of the general concept of leadership and to examine research that relates to competencies and traits that are required to ascend to leadership positions within community colleges. The second task is to review any research or writings on African-American leaders within community colleges. The third task is to link three core areas of the Department of Adult and Community College Education's curriculum to the topic of leadership. The three areas that are most relevant to leadership are administration and

organization, community college foundations and programming and evaluation. A general discussion of the literature and research provides an overview of the impact leadership on community colleges. A review of the literature points to a dearth of research on African-American leaders within the context of leading community colleges and the need for further.

Defining Leadership

Yukl (1989) defined leadership as the behavior of an individual directing activities of a group towards a shared goal. By defining leadership in this manner the authors do not limit the application of the concept of leadership, because it can be applied to a variety of organizations, however this definition tends to imply that leadership is dependent upon the actions of the leader without considering the behavior of the followers.

Gardner (1985) describes leadership in the following manner, leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader and his or her followers. In Gardner's description of leadership, there is an implication that leadership is dependent upon the actions of the followers as well as the leader. He also implies that leadership is a collaborative process.

Kouzes and Posner (1993) pose leadership as a reciprocal relationship between those who choose to lead and those who decide to follow. They identify credibility as the key to effective leadership. Followers commit to leaders who are viewed as credible. Their assumption is based on surveys of over 15,000 people and 400 case studies. Researchers remind us that leadership may be defined as behavior, process and a relationship (Yukl, 1989, Gardner, 1985, Kouzes and Posner, 1993). It can be assumed, therefore that leadership can be acquired by the display of ascribed leadership behaviors, the implementation of prescribed leadership processes and the building of appropriate relationships. McCorkle and Archibald (1982) offer a definition of leadership that appears to fit the unique environment of community colleges. These writers define leadership in the following manner: successful leadership blends rational management processes with political skill and acumen to effect change.

Boone (1985) refers to the concept of formal and informal leaders. Formal leaders acquire their leadership status through defined power structures and have authority vested in them by virtue of the formal position that they occupy. Informal leaders acquire their leadership status by reputation, personal influence, or social participation.

Trait Theories of Leadership

Hampton, Summer, and Webber (1987) pose the question: "do leaders behave in certain ways?" To these writers the concept of leadership traits imply that leaders are born, not made, and that it is unlikely that persons can learn to be leaders if they do possess the necessary trait.

Early social psychologists took the position that personality characteristics determined who became leaders. Several studies were conducted to determine leadership traits. Yukl (1981) summarized the traits and skills most frequently found by trait researchers. Those trait and skills are:

Adaptable to situations
Alert to social environment
Ambitious and Achievement oriented
Assertive
Cooperative
Decisive
Dependable
Dominant
Energetic
Persistent
Self-confident
Tolerant of stress
Willing to assume responsibility
Clever
Conceptually skilled

Creative

Diplomatic and tactful

Fluent in talking

Knowledgeable about tasks

Organized

Persuasive

Socially Skilled

The premise that certain leader traits are absolutely necessary for effective leadership has not been substantiated in several decades of leadership trait research (Yukl, 1989).

Current research demonstrates a more balanced viewpoint about leadership traits. It appears that different traits do increase the chances that an individual will become an effective leader, however the situational context is also a key factor in determining who ascends to leadership within an organization (Hampton, Summer, and Webber, 1987).

Leadership Behavioral Theories

Researchers at Ohio State University conducted a study that sifted through the many actions that are taken by leaders in relation to their followers. They were able to discern two types of leader actions-initiation of structure actions and consideration actions.

Initiation of structure is the variety of actions necessary to complete the work of the organization. These actions include making plans, formulating procedures, and communicating the status of the work process.

Consideration actions are those actions that leaders take to address the human needs of their followers. These actions should include open communication so that the needs of the followers can be addressed.

The Ohio State study assumed that leaders were effective in utilizing one type of actions over the other, but thought that it was highly unlikely that leaders could be effective in utilizing both types of actions. Blake and Mouton (1964) asserted that leaders could indeed combine leadership actions of initiating structure and consideration for a blended leadership style. These researchers suggest that there are eighty-one styles of leadership, but only five are principal. By various combinations of production-oriented behavior and people-oriented behavior, Blake and Mouton developed the Managerial Grid. Blake believed that team management, which is defined within the Managerial Grid as both high in concern for production (initiating structure actions) and concern for people (consideration), is the best leadership for all situations.

Situational Leadership Theories

Fiedler (1974) developed the Contingency Model of Leadership, which delineates two leadership styles that are similar to the Ohio State studies. He purports that some leaders are task motivated in that they delegated what is to be done and how it is to be done. Others are relationship-oriented leaders who involve followers in the planning and execution of tasks. Their motivation is support from other human beings. Three dimensions affect leadership effectiveness in the model: (a) leader-member relations, (b) task structure, and (c) leader position power.

Fiedler contends that leaders should adjust the situation to fit their own behavioral tendencies.

The Path-Goal Theory of Leadership (House and Mitchell, 1974) propose four primary styles of leadership:

(1) Directive leadership-the leader explains what the task goal is and the procedures required to perform it.

(2) Supportive leadership-the leader displays in many ways his or her personal concern for subordinates and their lives.

(3) Achievement-oriented leadership-the leader emphasizes achievement of difficult tasks, and excellence of performance required.

(4) Participative leadership-the leaders consult with subordinates about both the task goals and the ways (path) to achieve these goals.

The Path-Goal theory is concerned with the success of the leader by matching one of the four leadership styles to the situation. According to this theory, two differences must be considered in leadership situations, the nature of the people being led and the nature of the task.

The Vroom-Yetton Model of Leadership developed a method by which leaders can determine what kind of leadership is necessary to make group decisions (Vroom and Yetton, 1976). The model asserts that any leader-group decision system must make quality decisions that are accepted by those who will carry out the decision. Vroom and Yetton outlined five general leadership styles that are appropriate depending on what kind of problem must be solved.

The Life Cycle theory originally developed by Hersey and Blanchard (1977) helps leaders evaluate the behavior of the group and choose the most appropriate response. This model is based on two factors:

1. The amounts of direction and structure (task benavior) and/or the amount of personal encouragement, support, and recognition (relationship behavior) a leader must provide.
2. The level of "development" apparent in the followers' behavior.

The follower's level of development is defined by:

1. The extent to which they demonstrate motivation toward task achievement,
2. Their ability and desire to accept responsibility for accomplishing the tasks,
3. Whether they have shown the knowledge and skills needed to complete the task successfully.

A group that is functioning in a fully developed manner understands and shows a high need to achieve the organizational and task goals set by the leader, has the knowledge and skills necessary to accomplish its mission, willingly takes on the responsibility for the job to be done, and can be depended upon to do an outstanding job.

Research indicates that there is no one style of leadership that is best, on the contrary, effective leadership behavior is that which is appropriate for the specific situation that exists in the environment in which the leader is functioning.

One factor that must be considered in any situation is the current behavior of followers.

Transformational Leadership

The theory of transformational leadership expanded by Bass (1985), proposed three interrelated concepts that are the basis of transformational leadership:

1. Raising the level of awareness and consciousness about the importance and value of designated outcomes, and ways of reaching them.
2. Getting followers to transcend self-interest for the sake of the team, organization, or larger polity.
3. Altering followers need level on Maslow hierarchy or by expanding the portfolio of needs and wants.

Bass (1985) identified five factors related to transactional and transformational leadership:

1. Charismatic leadership- Faith and respect in the leader and the inspiration inspired by his or her presence
2. Contingent reward- contingent supervisory behavior
3. Individualized consideration-considerate and supportive behavior directed toward the individual subordinate
4. Management-by-exception (or contingent aversive reinforcement)- leadership behavior when discrepant subordinate performance occurs
5. Intellectual stimulation- intellectual leadership

Of the five factors, three are active dimensions of transformational leadership: charisma, individualized consideration and intellectual stimulation.

Transformational leaders are able to envision the whole organizational system, its complex environment, and its

internal and external alignments as one single entity. The leader uses reasoning that views the whole rather than focusing on the parts. The transformational leader uses vision and logic in guiding an organization.

Leadership in Higher Education

American institutions of higher education cannot function effectively and efficiently in teaching, research, and service if the management and leadership functions are not attended to on a proportionate basis (Miller, 1983). Miller also discussed autocratic, democratic, and free reign or laissez-faire academic leadership styles. He proposes that if a leader is extremely autocratic then his or her leadership style will tend to be "Theory X." If the leader is extremely democratic, then his or her leadership style will tend to be "Theory Y." If the leader chooses not to make leadership decisions, then his or her leadership style will be free reign or laissez-faire.

Miller's views are consistent with three models proposed by Richardson (1975). Richardson conceived three models that attempt to explain the inner workings of colleges. The bureaucratic model views the college as a formal and hierarchical in structure. The political model views the college as factions, which constantly compete for leadership. The third model is the collegial model where authority and leadership is shared.

Leaders in educational institutions will tend to favor one mode of leadership but will probably utilize various styles of leadership depending on the situation. Institutions of higher education should strive to be effective in providing leadership and management to function and grow as an organization. The theories and practices of businesses and non-academic organizations are being adapted and adopted by institutions of higher education to assist them in becoming more effective and efficient. Models and concepts of leadership that are utilized by business and industry should serve as models to be integrated into the leadership and administration of higher education institutions. Colleges and universities are beginning to look at the business sectors for examples of practices that can be adapted to the education environment. Although business and industry are different from colleges and universities, all share the commonality of being organizations and can offer some leadership models that are relevant.

One example is total quality management, which is being adapted and adopted by institutions of higher education to assist them in becoming more effective and efficient. Total quality management can best be defined as a strategic, integrated management philosophy based on the concept of achieving ever-higher levels of customer satisfaction. Total quality management is a customer-oriented philosophy that utilizes total employee involvement in the search for

continuous improvement in the quality of services and products (Burgdof, 1992). It is appropriate for institutions to adopt total quality management philosophy as consumers of higher education are more proactive in their evaluation of the services and education they receive from institutions of higher education in light of escalating costs and competition.

While institutions of higher education are becoming increasingly accountable to the constituents that they serve, there exist a lack of diversity, particularly at the top leadership rank. There is some attempt by colleges and universities to address past discrimination and the deprivation that followed from it. These attempts have been driven by the civil rights act, Executive Order 11246 and other initiatives, but the challenge facing the leaders of these institutions is to identify and to implement principles of fairness and merit that extend to traditionally underrepresented groups such as African-Americans (Steele, 1991).

The American Community College

Mission

The community college mission encompasses many goals and aspirations. As an institution of higher education, community colleges hold a unique position. Its mission is to bring educational opportunity to all that desire to obtain an adequate education. Community colleges are viewed as

egalitarian in their endeavor to bring education to the masses.

Throughout its history, the community college mission acquired many different facets. In its infancy, the mission of community colleges was to prepare student for traditional four-year colleges or universities. At this juncture, William Rainey Harper coined the term "junior college" to reflect the status and mission of this new innovation within the higher education hierarchy. The main mission of the early junior colleges was to offer transfer programs. These colleges were the prototype for the community college. Ratcliff (1994) believes community colleges evolved from seven streams of educational innovation: (1) local community boosterism, (2) the rise of the research university, (3) the restructuring and expansion of the public education system, (4) the professionalization of teacher education, (5) the vocational education movement, (6) the rise of adult, continuing, and community education and (7) open access to higher education. He notes that the last two streams can be linked to the earliest junior colleges.

> The President's Commission on Higher Education issued a report in 1947, which examined the role of community colleges in expanding opportunities for education in the United States. George Zook, a leader in the junior college movement and president of the American Council on Education chaired the commission. Through the

commission' s report the mission of the community college acquired: (1) a focus on access through removing geographical and economic barriers, (2) diversification of programs, both general education and vocational training, and (3) post-high school education of adults. Community colleges up to this point were mainly concerned with the education of the youth of America. However, with the President's Commission on Higher Education Report, the mission of community colleges became to provide educational service to the entire community. The community college became community oriented in its mission to provide educational opportunities. The commission urged these colleges to adopt the name "community" rather than "junior" to emphasize their expanded mission (Diener, 1986) Through this expanded mission, community colleges began to undertake a social role of improving the quality of life for the citizens of their service areas. Vaughan (1991) describes the mission of the community college in terms of assimilation, that is to say that the mission of the community college is in a constant state of change through assimilation. He defines assimilation as the process of identifying educational solutions to ever emerging, broad-based social issues and incorporating those solutions in course offering at the community college. Furthermore he proposes that community colleges

have a dual-focused mission comprised of a core and an edge. At the core of the community college mission is the traditional degree, diploma and certificate programs. The core is the stable and represents the image of a higher education institution. At the edge of the mission are new and innovative programs and courses that serve new needs and new students, such as specialized industry training, continuing education or community service. Community colleges' missions change as they assimilate programs and courses from the edge into the core.

Vaughan (1991, p.33) states: Community college leaders must recognize the many challenges waiting to be explored at the edge of the community college mission as it changes to reflect societal changes. The most successful community colleges will continue to operate from both a relatively stable core and at the edge of their mission; they will use the tensions resulting from such an operation in positive ways, always recognizing that the community college is an educational institution uniquely qualified to offer educational solutions to the complex issues facing society now and in the future. The mission of the community college has continued to evolve to include additional components that help to support the principles upon which it was founded. As the community college expanded its mission to meet the demands placed on it by American society, it did not discard any of its

accumulated components. The mission of today's community college is a reflection of accumulated demands placed on this unique and innovative American educational institution to provide educational opportunity for all citizens through diverse educational services.

Philosophy

The community college is viewed as the college for all people; and throughout its history, it has been referred to as the open-door college. This philosophy is embedded in the concept of open access to educational opportunities. In the 1800s, higher education entered a period of philosophical tension. Some educators sought to perpetuate the elitist point of view and to limit access to colleges and universities even further than had been the practice in the past. Others advanced the call for wider access to higher education as a means of promoting the protection and progress of the masses (Southerland, 1986). There was also a broadening of access to community colleges through the offering of a wide variety of programs including transfer, occupational, community services, and remedial courses. As Vaughan (1991, p.31) in his paper, Institutions on the Edge: America's Community Colleges, published in the Educational Record stated, The community college's commitment to open access is complex, for it did not burst forth from the heads of

two-year college leaders. Instead, open access gradually became educationally feasible (in contrast to politically and socioeconomically feasible) when the community college moved beyond serving traditional college-age student enrolled in a transfer program to operate more and more on the ever-changing periphery of its mission, constantly identifying new needs, new students, and new programs. Community colleges are comprehensive in that they serve a diverse population with diverse needs. Within their communities, they serve ethnic and racial minorities, women, the disadvantaged, the educationally underprepared, college transfer students, the elderly, business, industry, government, public schools and even the universities. Community colleges are comprehensive in meeting the needs of the individual as well as the needs of the larger community. Without a doubt community colleges are unique and innovative organizations that require competent leaders. Each community college is unique by virtue of its size, the community that it serves, the programs that it offers and its leaders. When asked to describe and discuss the administration and organization of community colleges it must be done with an understanding of the uniqueness of community colleges.

Administration and Organization

The administration of community colleges is a very complex task. The leaders of community colleges interact with several constituent groups. Kinseth and Miller state: The administrator must deal with many groups, among them students, faculty, other administrators, federal, state and local governing agencies, accreditation agencies, business and professional organizations, service clubs, and alumni. In order to effectively manage this task, today's administrator must be thoroughly familiar with the various ground rules, regulations and laws that pertain to higher education. In addition, the administrator must be sensitive to the needs of the population served by the institutions, the pressure exerted by outside groups, and the internal functioning of the institution (1983, p.5). The legal authority and responsibility for the operation of community colleges is usually vested in an elected or appointed group of residents of the college's service area. This body is usually the board of trustees and has the responsibility of policy making within the community college. Boards of trustees normally delegate authority to the college president or chancellor to implement policies of the board and to manage the activities of the college (Carlsen and Burdick, 1994).

> The president or chancellor is the chief administrative officer of community colleges and insure that the college adheres to the various policies rules and laws that govern the community college. To assist in this task the college may assign several vice-presidents or deans. The president is charged with the operation and development of the institution, maintaining and promoting the mission of the college, developing a program of instruction and planning, managing and developing financial resources to insure the operation of the institution, and dissemination of information related to the various constituents served by the college. Normally the vice-presidents or deans are delegated to supervise various aspects of the college's administration such as academic affairs, student services, development, business affairs and continuing education (Kinseth and Miller, 1983).

With the diversity of community colleges there is also a diversity of organizational structures. However, most of the community colleges in the United States utilize the pattern where the president or chancellor reports to a policy making board and vice-presidents or deans report to the president.

Cohen and Brawer (1989) assert that effective administrators work to reconcile the differences among the constituents on campus, may even consider themselves expendable if the welfare of the institution requires they

leave. To them administration is a process, not a series of discrete events, and they tend to be good politicians. They also assert that the personality of the president seems to be the most important ingredient in the effectiveness of their administration (Cohen and Brawer, 1989). Community college presidents rely on their understanding of the inner working of the unique and diverse institutions that are under their administration. These leaders are capable of viewing the organization from several perspectives as they encounter challenges. They possess an understanding of the various organizational models.

One model that may be useful to community college leaders in viewing their institution is proposed by Bolman and Deal (1991) in Reframing Organizations: Artistry, Choice, and Leadership. Their concept of reframing organizations springs from the idea that within modern organizations, leaders can not view the organization from only one perspective. In their model, leaders and administrators should view their organizations from four perspectives that Bolman and Deal have chosen to label as frames. Bolman and Deal also assert that leaders within organizations must be creative in finding solutions to problems. They refer to this ability as framing and reframing experience. Leaders should learn to utilize different frames or perspectives in order to be more effective as a leader. Frames are compared to tools where each tool has its strengths and limitations. The tools that a manager or

leader chooses to solve a problem or to complete a task will determine if the manager is efficient and effective. In essence, the authors are saying that there is a right tool for every job and a skilled leader will not only utilize the right tool but also have several tools to choose from and be proficient in their use. They view their four frames as tools that managers can use to skillfully meet the challenges that are encountered in organizations.

Based on four major schools of organizational theory and research: sociology, psychology, political science, and anthropology, Bolman and Deal propose the following four frames:

1. Structural-which emphasizes the importance of formal roles and relationships.
2. Human Resource-which operates on the premise that organizations are inhabited by individuals who have feelings, needs, and prejudices.
3. Political-views organizations as arenas in which different interest groups compete for power and scarce resources.
4. Symbolic-views organizations as cultures that are propelled more by rituals, ceremonies, stories, heroes, and myths than by rules, policies, and managerial authority.

The concept of reframing organizations can be useful in assisting community college leaders to view the institution in

a holistic manner and serve as a method for creatively meeting the challenges of leading, administering, and managing the community college.

Cohen and Brawer (1989) propose that the excessively analytical models that have been proposed to explain the workings of universities do not aptly cover the less complex community college. There are models that have been developed to offer an explanation of the administration and organization of community colleges.

Richardson (1975) proposes three models that attempt to explain the inner working of colleges. The bureaucratic model presents the community college as a formal and hierarchical structure with all positions delegated with specified responsibilities and authority. In the bureaucratic model, authority is delegated from the top down. The second model proposed by Richardson is the political model where there is constant tension among competing factions within the college. The third model is the collegial model where all constituents, students, faculty, the trustees and administration share authority.

Vaughan (1981) asserts:

Certainly the president's position will require a combination of bureaucrat and leader, and much of the nature of his role will be political and bureaucratic, as well as educational.

It appears that the three models of administration and governance proposed by Richardson have validity when viewing the organizational structure of the community college. These models are somewhat similar in concept to the frames presented by Bolman and Deal.

Richardson's bureaucratic model is similar to the structural frame proposed by Bolman and Deal in that both view the organization or institution as a hierarchical and formal structure. Most community colleges have a bureaucratic structure with the president and governing board at the top of the hierarchy. This model is the image the public has of community colleges and is probably the image that most leaders of community colleges portray. The political model proposed by Richardson is similar to the political frame as proposed by Bolman and Deal in its emphasis on the competition among factions within the organization for power and scarce resources. As with all organizations there will be tension among factions of the organization, however this is not the image organizations portray to the public. Within the community college the competing factions may be faculty versus staff, academics versus student services, or technical education versus general education. The leaders of community colleges must be aware of the political dimension of their organization and devise creative strategies to keep tensions at a manageable level.

The third model proposed by Richardson, the collegial model, appears to be a combination of Bolman and Deal's human resources and symbolic frames. Richardson proposes that all constituents share authority. In Bolman and Deal's model, the symbolic frame views the organization as governed less by rules and authority. The human resources frame views the organization as inhabited by people who have worth and are the main asset of the organization. This view is in line with William Ouchi's (1981) Theory Z where commitment to employees / constituents is the most important value an organization can have.

The community college is complex and diverse in its organization and administration, so leaders must be flexible in their administration and management. The conventional wisdom has been that presidents should seek counsel from college constituents while reserving the chief executive's right to act upon the best information available (Keyser, 1988).

John Gardner (1986) discussed four stages of organizational development: (1) birth, (2) growth, (3) maturity, and (4) renewal or decline. Most community colleges as organizations experienced birth in the 1960s, growth in 1970s and maturity in the 1980s (Hudgins, 1990). As community colleges have matured, they require different leadership styles than during their earlier stages of development and as

they face the final phase of organizational development, decline or renewal. Some authors exclude the renewal phase because it does not automatically occur as part of the organizational life cycle. It is considered as an optional phase that is initiated with specific action on the part of the organizational leaders. The real test of leaders and their organizations typically comes when growth begins to give way to stability or decline.

At this point, continued institutional success may depend more heavily on leadership than on any other factor (Lorenzo, 1989).

Community colleges continue to evolve, their leaders are choosing to renew their institution through the use of participatory leadership skills. As community colleges become more responsive to the educational needs of its constituents, the leaders solicit the participation of college constituents in the renewal process. Twombly and Amey (1994) state:

Effective renewal requires the involvement and investment of members throughout the collegiate community and, therefore, provides opportunities for participative governance. Within the dynamic community college, transformational leadership is a concept that could allow community college presidents and leaders the flexibility in administration to creatively resolve challenges.

The leaders of today's comprehensive community college are more than transactional leaders, they are transformational leaders. Transformational leaders envision the whole organizational system, its complex environment, and its complex external and internal alignments as one entity. These are all key competencies that transformational leaders use to guide and develop organizations. Hampton, Summer, & Webber (1986) state the following concerning transformational leaders:

Transformational leaders engage in a type of work, and use various leadership styles, that are difficult to categorize in a neat list of points. Their work and style sometimes look as much like art as like science. We can, clarify one theme that seems to keep recurring in the notion of transformational leadership: the role of leader vision and logic.

Criticisms of Community Colleges

Although the community college is viewed as an innovative mechanism for serving the needs of an ever-changing society, there are some major criticisms of community colleges.

Several criticisms are proposed by Karabel (1986) in his paper, Community Colleges and Social Stratification in the 1980s. His criticisms include the following thesis: community colleges contribute to the dual historical patterns of class-based tracking and educational inflation. This tracking takes

in the community college in the form of vocational education. Karabel asserts that community colleges do not improve the mobility prospects of members of subordinate groups but have the effect of reproducing existing class and racial differences.

Vaughan (1979), in his paper The Challenge of Criticism, published in the Community and Junior College Journal, suggests that community colleges promote economic and social status quo rather than upward mobility.

Clark (1960) proposes that community colleges possess a "cooling-out" function. Clark felt that community colleges rechannel students through the counseling process from transfer programs into programs that terminate in the community college. He saw the "cooling-out" process as a tool community colleges use to lower the aspirations of students.

Some critics claim that community colleges provide programs for low-achieving students in order to keep young people out of the labor market, off the streets, and out of trouble. The availability of tuition-free or low cost colleges for local students serves to prolong dependency and extend adolescence by encouraging many young people to remain at home.

There were and continue to be, many critics of community colleges. However these critics are important in assisting community college leaders assess and evaluate its mission and function within the larger higher education framework. These

criticisms should be held up to the light for inspection and reflection, to identify shortcomings, and to develop strategies to enhance the positive aspects of this unique and innovative institution.

Leadership in Community Colleges

As in all organizations that exist today, the challenges facing community colleges are different than they were a few years ago. As we enter the information age with increasing technological advances and global competition, there is an environment of change that is unprecedented at any other time in history. Community colleges are positioned within the educational arena to be responsive to these changes by virtue of its mission and philosophy.

In today's competitive environment, community colleges do more for their constituents and do it more effectively with less staff and funding than in previous times. Community colleges find themselves competing with traditional four-year institutions and universities, other two-year colleges, vocational schools, career centers, private training organizations and educational and training programs offered within the workplace. The leaders of these institutions face local and global issues with the advent of the information age and the growth of new technology. The leadership of community colleges strives to be effective in coping with all of the factors that influence the internal operation and organization of their institutions. They are also cognizant of external

environmental influences, which impact upon their institutions.

Leaders realize that their institutions produce both tangible and intangible products but none the less products that are compared to those produced at other institutions of higher education. These products are graduates and students who possess skills and abilities and are adequately prepared to meet the challenges of today's global society. These products are also programs and services, which meet the needs of the college's constituent groups. The student is both the product and the consumer.

Community College Leadership Studies

Career and Lifestyle Study

Vaughan (1986) examined community college leadership in his book, The Community College Presidency. He utilized a Career and Lifestyle Survey of community college presidents. The survey asked respondents to rate personal skills, attributes, and abilities of top community college presidents. The survey revealed the following personal attributes:

> integrity, judgement, courage, concern, flexibility, philosophy, loyalty, energy level, optimism, excel, humor, health, ambiguity, intelligence, social ease, curiosity, and charisma.

The survey revealed the following skills and abilities of successful community college presidents:

produce results, select people, resolve conflict, communication, motivate others, analyze and evaluate, relate, define problems and solutions, take risks, delegation, team member, know community, manage information, independence, peer network, and publications.

Vaughan's study was an attempt to identify some of the traits that successful community college presidents possess and saw as being important for their subordinates.

Access and Excellence Study

Roueche and Baker (1987) examined the concept of leadership and excellence in Access and Excellence. The study outlined prescriptive guidelines of leader-follower behavior within the context of community colleges. The authors suggest, through their findings on leadership, that excellent community college leaders possess three major categories of skills and interactive behaviors. These were identified as:

1. A sense of direction- that means the leader thinks of future possibilities, recognizes present momentum, applies her/his educational convictions, and thinks globally.
2. A structure for implementation-which means the leaders respects the expertise of others, possess a

bias for action, uses appropriate power and authority, and implements by increments.

3. Sense of personal commitment-which means the leader act positively and with energy and possesses a motivational orientation and personal convictions.

The findings of Roueche and Baker suggest a situational leadership model for successful community college leaders.

Shared Vision Study

Roueche, Baker, and Rose (1989) examined leadership in the community college and the transforming behavior leaders exhibited. In their landmark study, Shared Vision: Transformational Leadership in American Community Colleges, the authors assessed the leadership style of the nation's top community college presidents.

Roueche, Baker and Rose (1989) expanded upon the transformational leadership model and utilized the concepts to assess the leadership competencies of community college presidents. The researchers identified five themes of transformational leaders based on the earlier theories of transformational leadership by Burns, Bass, Bennis, Tichy and Zaleznik. These themes were defined as:

Vision - A leader's conceptualized view of the future. While shared with others, the vision is the primary responsibility of transformational leader.

Influence Orientation - The process of shared attention to problems and understanding of roles to be played in resolution. Generally results in increased delegation and empowerment, resulting in self-actualization of both leaders and followers.

People Orientation - The process of leader and follower interaction in which the team is considered a living system, and where the strengths of each team member are maximized. At the same time, there exists a strong focus on the individual.

Motivational Orientation - The process whereby the mass of the organization accepts a new vision and mission. Followers are motivated to achieve and are excited through performance and results.

Values Orientation - Constitutes the moral fiber of the leader to include: commitment, quality, integrity, trust, and respect through modeling. Viewed as an ethical orientation that is morally accepting to an uplifting for followers.

These themes correlated with the factors proposed by Bass (1985) and were developed into the Multifactor College Leadership Questionnaire. The Multifactor College Leadership Questionnaire differed from Bass's Multifactor Leadership

Questionnaire in that it did not include both transactional and transformational behaviors. The Multifactor College Leadership Questionnaire was administered to the nations leading community college presidents and followers utilizing one version of the instrument for presidents and one version of the instrument for followers.

The authors concluded that the leadership skills of exceptional leaders can be taught and acquired on the job, indicating that those aspiring to be community college leaders can learn to be effective through experience and mentoring. Although their study did not focus on minorities, the researchers inferred that minority group leaders could and do exhibit leadership capabilities that will conform to their transformational leadership model (Rouche, Baker & Rose, 1989).

The current study of African-American community college vice-presidents and deans explored the transformational competencies of potential presidents. Roueche, Baker, and Rose identified transformational leadership as effective and desired in the community college setting. As effective and desired behavior, it is important to evaluate the transformational leadership competencies of potential leaders.

African-American Leadership Study

The combination of two challenges facing today's community colleges, the call for transformational leaders in

light of new and rapid changes and the need to diversify the top leadership ranks of community colleges, is the basis for this study focusing on the leadership competencies of African-American vice-presidents and deans. Leaders are an integral part of the system over which they preside and are subject to the forces that affect the system (Gardner, 1985).

The study assessed the competencies of vice-presidents and deans because of the evidence, gathered by prior studies, indicate that these positions are the most frequent pathway to the community college presidency (Vaughan, 1986; Vaughan, Mellander & Blois, 1994; Boggs, 1994; Phelps, Taber & Smith, 1997). Boggs (1989) indicated that 51% of current community college presidents were vice-presidents or deans before obtaining the presidency. Roueche, Baker, and Rose (1989) found that 48% of top performing presidents had previously held the position of vice-president or dean.

The study was conducted at community colleges in a four-state region on the Mid-Atlantic coast. The research encompassed the states of Maryland, North Carolina, South Carolina, and Virginia, which are currently participating in a Kellogg Foundation sponsored leadership development program. The Academy for Community College Leadership Advancement, Innovation and Modeling (ACCLAIM) is based at North Carolina State University. One of the focuses of the program is to develop women and minorities as community college leaders.

Within the four-state region, 5 African-Americans serve as presidents of the one hundred fourteen community colleges and 94 serve as Vice-presidents and deans.

Conceptual Framework

The conceptual framework for the current study is based in the review of literature and previous studies regarding transformational leadership. The literature and previous studies suggest that transformational leadership is a contributing factor in the leading of successful community colleges during times of challenges and changes.

The concept of transformational leadership, as investigated in this study, is composed of five constructs or components - intuitive (vision), influence, people, motivational, and ethical (values) (Bass, 1985; Rouche, Baker & Rose, 1989).

Transformational leadership constructs are assessed from two perspectives, the perspective of the leaders and the perspective of the follower/team member. The perspectives are conceptualized as self-perception (leader) and perception (follower/team member). The perception that a leader has of his transforming behaviors may be incongruous with the perception of the followers and team members.

The second major basis in constructing the framework for the study is the under-representation of African-Americans as presidents of community colleges, as documented in the

literature. The current study investigated the transformational leadership competencies of African-American vice-presidents and deans who are in the traditional pathway to the presidency to assess any differences in competencies that could affect their quest and explain under-representation at the level of president.

The conceptual framework of this study proposes that there are differences in self-perceived transformational leadership competencies of African-American and Anglo-European vice-presidents and deans. The study further proposes that followers and team members perceive differences in transformational leadership competencies. The differences in perceived leadership competencies are a factor in African-American vice-presidents and deans ascending to the presidency.

Summary

The challenges facing community colleges today are varied. They include such issues as; maintaining a comprehensive mission with a commitment to equal access to educational opportunities; a changing external environment that is increasingly multicultural and participatory; reaching organizational maturity and facing decline or renewal; increasing competition in recruiting students, obtaining fiscal resources; and changing leadership paradigms.

Bass (1985) asserts that transformational leadership is more likely to emerge during times of organizational distress, changes and discontinuity. Currently the community colleges in America are facing increasing organizational challenges that indicate a climate for transformational leadership. Transformational leadership appears to be a factor in the survival of organizations during times of change and competition (Kreitner and Kinicki, 1992).

To meet the challenges, community colleges require new leadership that understands that leaders do not operate in a vacuum, but are able to lead others and nurture their development. The challenges of community colleges demand transformational leadership with an orientation towards excellence. The leadership required of community college leaders in this time of rapid changes and challenges must be capable of influencing the values and behaviors of faculty, staff, and administration through teamwork, collaboration and commitment. They must be able to utilize the appropriate leadership style dependent upon their followers and the situation, while moving the institution toward its goals.

The emerging leadership of community colleges will increasingly reflect those that the college serves. Bowen (1993) believes that African-Americans bring a vision of leadership that stress inclusiveness, and strive for greater cultural and ethnic balance. Vaughan (1989) states: the community college's mission to serve all segments of society

cannot be achieved without the leadership of minorities. Gillett-Karam, Roueche, and Roueche (1991) assert that: We must look to the untapped resources and creativity women and minorities can bring to leadership.

There is a general consensus that African-Americans have not received egalitarian treatment in both hiring and promotion within the community college environment. The literature and demographics on leadership and diversity in the community college point to the need for the inclusion of African-Americans within the leadership ranks, however there is little research to determine the competencies of these potential leaders.

CHAPTER III

Research Design and Methodology

Community colleges need effective leaders to remain viable as higher education institutions. There is a need to identify new leaders to guide the college as the era of diversity challenges the traditional paradigm of community college leadership. The literature and previous studies indicate that community colleges lack ethnic diversity within the leadership ranks (Vaughan & Weisman, 1998; Phelps, Taber, & Smith, 1997; Vaughan, Mellander & Blois, 1994). There is also a lack of research on potential leaders and their leadership competencies, particularly African-Americans. This study examined the leadership competencies of African-Americans that are in the administrative pathway to the presidency.

Krathwohl (1991) offers a logical and systematic model for conducting and organizing educational and social science research. The Research Chain of Reasoning serves as a general model for the organization of this research study. In the Research Chain of Reasoning Model, Krathwohl (1991) suggests that research studies should be linked to previous studies. The current study is linked to previous studies through the literature review in chapter two, particularly the concept of

transformational leadership (Bass, 1985) and the Shared Vision study (Roueche, Baker, & Rose, 1989).

The conceptual framework of this study is built upon the work of previous researchers and a point of view that African-American community college leaders possess transformational leadership competencies.

Research Questions

The major research questions that the current study addresses are:

1. Are there significant differences in the self-perception of leadership competencies of African-American and Anglo-European community college vice-presidents and deans on the five sub-scale raw scores of the Multifactor College Leadership Questionnaire II?
2. Are there significant differences in the self-perception of leadership competencies of African-American and Anglo-European Community college vice-presidents and deans on the five sub-scale percentile scores of the Multi-factor College Leadership Questionnaire II?

3. Are there significant differences in the perception of leadership competencies of African-American and Anglo-European community college vice-presidents and deans by their followers/team members and followers on the five sub-scale raw scores of the Multifactor College Leadership Questionnaire II?
4. Are there significant differences in the perception of leadership competencies of African-American and Anglo-European community college vice-presidents and deans by their followers/team members on the five sub-scale percentile scores of the Multifactor College Leadership Questionnaire II?

Statement of Hypotheses

The current study investigated perceptions of the leadership competencies of African-American and Anglo-European community college vice-presidents and deans to determine if significant differences exist. The following hypotheses developed from the research questions:

Hypothesis One:

There are no significant differences in self-perception raw scores of African-American and Anglo-European community college vice-presidents and deans on the five sub-scales of the Multifactor College Leadership Questionnaire II

Hypothesis Two:

There are no significant differences in the self-perception percentile score of African-American and Anglo-European community college vice-presidents and deans on the on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Hypothesis Three:

There are no significant differences in the raw scores of African-American and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Hypothesis Four:

There are no significant differences in the percentile scores of African-American and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Rationale

In the design of the study, there are six aspects that are linked together to logically complete the research. In the Chain of Reasoning Model, Krathwohl (1991) outlines these aspects as:

Subjects (who are they)

Situation (where will it take place)

Treatment (why something should be expected to occur)

Observation (what occurred)

Basis for sensing attributes or changes (how we know an effect occurred)

Procedure (when what subjects receive what treatment, observations or measures)

The model was helpful in designing the study, as the author utilized many of the six aspects.

The study used the questionnaire technique to investigate the transformational leadership competencies of African-American community college leaders. This technique was chosen to conduct the study because considerably more information about the target population can be collected from a larger representative sample with less resources than through the use of other techniques such as personal interviews (Brook, 1978; Krathwohl, 1991). The questionnaire technique gathers large amounts of data from many subjects inexpensively.

The questionnaire technique also allows for the gathering of data from a targeted group and determining the incidence of a characteristic in the group, its distribution and its relationship to other variables. In this study, the population of interest is African-American and Anglo-European community college vice-presidents and deans and their followers/team members at community colleges in the four Mid-Atlantic States of Maryland, North Carolina, South Carolina and Virginia. The characteristic assessed was the perceived transformational leadership competencies of African-American and Anglo-European community college leaders.

Questionnaires have the advantage of allowing respondents time to reflect on the questions so that they can give more considered or more precise answers (Brook, 1978), which will be required for the respondents of this study in assessing their leadership competencies.

Instrumentation

A reliable instrument, the Multifactor College Leadership Questionnaire II (see Appendix A), was employed in assessing leadership competencies. The instrument was developed at the University of Texas at Austin (Baker, 1989) revised by Baker through the Russell Study (1991).

The instrument underwent minor revisions in 1994 to include the following:

1. A change from a 5 point Likert Scale to the use of a range of 0-100 to rate leaders
2. The sub-scale "Vision" was re-titled "Intuitive Component"
3. The sub-scale "Values Orientation" was re-titled "Ethical Orientation"
4. Two questions in the sub-scale "People Orientation" were reworded
5. The 5 sub-scales include 7 questions each for a total of 35 questions

The latest version of the instrument, the MCLQ II, was used in this study.

The instrument was evaluated by experts at the University of Texas at Austin and pilot tested with community college administrators at McLennan Community College in Waco, Texas (Russell, 1991). The self-evaluation form of the questionnaire was utilized to gather data on the perception of vice-presidents and deans of their leadership competence. The team member form was utilized to assess followers'/team members' perception of leadership competence.

The Multifactor College Leadership Questionnaire II measures the perception of transformational leadership competencies in five categories. The five categories are:

1. Intuitive Orientation (Vision)-A leaders conceptualized view of the future. While shared with others, the vision is the primary responsibility of transformational leader.

2. Influence Orientation-The process of shared attention to problems and understanding of roles to be played in resolution. Generally results in increased delegation and empowerment, resulting in self-actualization of both leaders and followers.

3. People Orientation-The process of leader and follower interaction in which the team is considered a living system, and where the strengths of each team member are maximized. At the same time, there exists a strong focus on the individual.

4. Motivational Orientation-The process whereby the mass of the organization accepts a new vision and mission. Followers are motivated to achieve and are excited through performance and results.

5. Ethical Orientation (Values)-Constitutes the moral fiber of the leader to include: commitment, quality, integrity, trust, and respect through modeling. Viewed as an ethical orientation that is morally accepting to an uplifting for followers.

These five categories are correlated with the transformational factors proposed by Bass (1985).

The two forms of the questionnaire allow for the comparison of how the leader perceives their leadership competency and the perception of the leader's leadership competency by followers/team members. The questionnaire contains 35 statements and requested respondents to read each statement and select a number between 0 and 100 that indicates how well the statement applies to the leader. A rating of 0 indicates that the statement does not apply to the leader at all; a rating of 100 indicates that the statement applies perfectly. The reliability and validity of the Multifactor College Leadership Questionnaire II has been established through its use in research by Holda (1995), Sheffield (1993), Russell (1991) and Roueche, Baker and Rose (1989). Holda (1995) tested the reliability of the Multifactor College Leadership Questionnaire II through the use Cronbach's Alphas for each of the five leadership sub-categories and through the

use of comparative data with the previous research of Sheffield (1993), Russell (1991) and Roueche, Baker and Rose (1989). The Holda (1995) study determined that the instrument yielded Chronbach's Alpha or reliability coefficient of .9866 on a scale of 0.00 (totally unreliable to 1.00 (perfectly reliable), indicating an extremely high degree of reliability. High Cronbach Alphas and correlations of previous studies lend credence to the use of the instrument to assess the five theoretical transformational leadership sub-scales.

Participants

A population of 76 African-American community college vice-presidents and deans within the 114 community colleges in Maryland, North Carolina, South Carolina and Virginia participated in the study.

The colleges in these states are also within the service area of the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), a pilot leadership development program based at North Carolina State University designed to develop and demonstrate workable alternatives for expanding the leadership role of community colleges. The ACCLAIM program also focuses on developing women and minorities into community college leaders through doctoral fellowships at North Carolina State University.

A total of 51 African-American vice-presidents and deans and 41 Anglo-European vice-presidents and deans responded to the questionnaire. See table 3-1.

A total of 146 followers/team members responded to the survey by completing and returning questionnaires. Of those returning the questionnaire, 38 followers/team members indicated their race as African-American, 102 indicated their race as Anglo-European and 6 did not indicate race. See table 3-2.

Table 3-1

African-American Community College Vice-presidents and Deans by State

State	Total Population Of Vice-presidents and Deans	Agreed to Participate	%	Responded to Survey	%	Percent of Population Responding
Maryland	6	6	100%	5	83%	83%
North Carolina	54	40	74%	30	75%	63%
South Carolina	12	12	100%	12	100%	100%
Virginia	4	4	100%	4	100%	100%
Total	76	62	82%	51	82%	67%

Table 3-2

Followers/Team Members by Race

Leaders	African-American followers/team members	Anglo-European followers/team-members
African-American Leaders	29	52
Anglo-European leaders	9	50
Total	38	102

The study surveyed 146 followers/team members who report to the vice-presidents and deans who participated in the research. Each vice-president and dean in the study identified two team members and forwarded the team member form for completion and return. Selection of followers and team members was not controlled for position within the college or other variables. Leaders were requested to select followers and team members who are direct reports.

Procedures

This study followed the following procedures to gather and analyze the data.

1. The African-American survey participants were identified through a request with the central administrative branch of the community college systems for Maryland, North Carolina, South Carolina and Virginia. The administrative branch of each state forwarded a list of community colleges within their state that employ African-Americans as vice-presidents and/or deans.

2. After a list of African-American vice-presidents and deans of community colleges in each of the four states was obtained, the prospective participants were contacted by telephone to explain purpose of the study, the procedures to be followed and to request participation. The African-American participants were also asked to identify an Anglo-European colleague to participate in the study that was similar in level of authority, experience, education, and age. The identified Anglo-European participants were contacted by telephone to explain the purpose of the study, the

procedures to be followed and to request participation.

3. After responding positively, the participants received a packet containing a cover letter (APPENDIX B), the Multifactor College Leadership Questionnaire II self-evaluation form and two team member forms (APPENDIX A). The cover letter was sent under the signature of the researcher. The inclusion of a paragraph describing the development of the questionnaire by Dr. George A. Baker, III, a nationally recognized scholar and researcher in the area of community college leadership, lent credibility to the study to increase the rate of participation by the targeted group. A statement of confidentiality was included in the participant's packet to be returned with the questionnaire (APPENDIX C).

4. The participants completed the self-evaluation form, returning it in postage paid envelope and selected two followers/team members to complete the team member form and return.

The return address labels were coded for identification of the college, the participants, and team members. The coding also aided in follow-up of non-respondents. Each leader and the corresponding followers/team members were assigned a unique four-digit code that was included in the Zip Code of the return envelope.

4. Participants and followers/team members were allowed two weeks to complete the questionnaires and return them to the researcher. Participants who did not respond within the two-week period were contacted by telephone to solicit their response. The Multifactor College Leadership Questionnaire II was used to conduct the survey via telephone and to record the data of those participants who choose not to mail their questionnaires, but wanted to be included in the study.

These follow-up procedures were conducted to increase the response rate of the questionnaire and to insure that all of the targeted population had a chance to respond to the questionnaire.

5. After all the responses of the survey were received, they were coded and entered into Microsoft Excel Spreadsheet software via computer for the purpose of analyzing the data using statistical methods. The statistical consultant at the National Initiative for Leadership and Institutional Effectiveness at North Carolina State University assisted in the process of converting the data gathered from the questionnaires to a format usable by the SAS Software for statistical analysis.

Data Analysis

The data gathered in the study was analyzed using SAS statistical software to determine if there are differences in the transformational leadership competencies of African-American leaders and Anglo-European leaders.

The two-tailed *t*-test for significance was utilized to compare the mean raw and percentile scores of African-American and Anglo-European vice-president and deans. The sub-scales raw and percentile means were analyzed utilizing the two-sample *t*-tests statistical method for comparing two means. Significance for testing of hypotheses was set at the .050 level of significance.

The data analysis was conducted to determine if there are differences in scores within the five sub-scales of perceived transformational leadership competency at the significance level of .050.

The Multifactor College Leadership Questionnaire II utilizes the following five sub-scales to assess transformational leadership competencies: intuitive, influence, people, motivation and ethical orientation. The means of the scores of African-American and Anglo-European leaders were compared, using the *t*-test statistical analysis, in each sub-scale to assess if significant differences exist.

Summary

This chapter outlined and described the research design, methodology, research questions, hypotheses, instrument, participants and procedures used to gather and analyze the data. Chapter four presents the results of hypotheses testing and the findings of the study.

CHAPTER IV

Analysis of Data and Findings

This study investigated the transformational leadership competencies of African-American community college leaders in comparison to Anglo-European community college leaders through the use of the Multifactor College Leadership Questionnaire II. The questionnaire was administered to 62(82%) of the 76 African-American vice-presidents and deans who are employed in the 114 community colleges in the states of Maryland, North Carolina, South Carolina and Virginia. The 51 African-American vice-presidents and deans who responded to the survey represent 83% of the participants who agreed to participate in the study and 67% of the total population.

HYPOTHESES TESTING The four hypotheses of the study were tested to discern if there are significant differences in self-perception and followers/team members' perception of leadership competencies of African-American and Anglo-European community college deans and vice-presidents.

The self-perception and follower/team member perception was assessed using the appropriate form of the Multifactor College leadership Questionnaire II (MCLQ II). The statistic method employed to test the four hypotheses of the study was the two-

tailed *t*-test. All four hypotheses were tested at a significance level of .050.

Hypothesis One:

There are no significant differences in the self-perception raw scores of African-American and Anglo-European community college vice-presidents and deans on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Testing of hypothesis one revealed that there are no significant differences in the self-perception raw scores of African-Americans and Anglo-European community college vice-presidents and deans on 4 of the 5 sub-scales of the Multifactor College Leadership Questionnaire II. The mean of the each raw score was found to be higher on all 5 sub-scales of the instrument for African-American vice-presidents and deans than the means of Anglo-European vice-presidents and deans. The p-value for the intuitive component, influence component, people component, and motivation component did not indicate significance at the .050 level.

The data for the ethical component revealed a significantly higher mean for African-American vice-presidents and dean in the self-perception of their ethical orientation.

The p-value indicated significance at the .050 and .007 levels.

Because the data revealed no significant difference on sub-scales 1 through 4, hypothesis one is not rejected for sub-scales 1 through 4. Hypothesis one is rejected for sub-scale 5.

The mean, standard deviation, standard error and p-value for self-perception raw scores for African-American and Anglo-European vice-presidents and deans are presented in tables 4-1 through 4-10.

Table 4-1

Sub-scale 1: Intuitive-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	615.67	68.41	9.58
Anglo-European	41	600.00	59.80	9.34

P-value =0.251

Table 4-2

Sub-scale 2: Influence-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	625.67	47.06	6.58
Anglo-European	41	612.44	50.15	7.83

P-value=0.1964

Table 4-3

Sub-scale 3: People-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	631.98	57.12	7.998
Anglo-European	41	615.85	53.05	8.285

P-value=0.1683

Table 4-4

Sub-scale 4: Motivation-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	604.94	123.60	17.31
Anglo-European	41	600.19	63.21	9.87

P-value=0.8123

Table 4-5

Sub-scale 5: Ethical-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	665.12	36.84	5.16
Anglo-European	41	636.46	56.10	8.76

P-value=0.0064 **

*p<.050 **p<.007

Hypothesis Two:

There are no significant differences in the self-perception percentile scores of African-American and Anglo-European community college vice-presidents and deans on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Testing of hypothesis two revealed that there are no significant differences in the self-perception percentile scores of African-American and Anglo-European community college vice-presidents and deans on 4 of the 5 sub-scales of the Multifactor College Leadership Questionnaire II. The means of each percentile score was found to be higher on all 5 sub-scales of the instrument for African-American vice-presidents and deans than the means of Anglo-European vice-presidents and deans.

The p-values for the intuitive component, influence component, people component and motivation component did not indicate significance at the .050 level.

The data for the ethical component revealed a significantly higher mean for African-American vice-presidents and deans in the self-perception of their ethical orientation. The p-value (0.0085) for the ethical component indicated significance at the .050 and .009 levels. Because the data

revealed no significant difference on 4 of the 5 sub-scales, hypothesis two is not rejected for sub-scale 1 through 4. A significant difference is indicated for sub-scale 5, as evidenced by the p-value, therefore hypothesis two is rejected for sub-scale 5.

The mean, standard deviation, standard error and p-values for the percentile scores of African-American and Anglo-European vice-presidents and deans are presented in tables 4-6 through 4-10.

Table 4-6

Sub-scale 1: Intuitive-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	87.57	9.79	1.37
Anglo-European	41	85.51	8.59	1.33

P-value=0.2930

Table 4-7

Sub-scale 2: Influence-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	89.00	6.64	.93
Anglo-European	41	87.12	7.23	1.12

P-value=0.1983

Table 4-8

Sub-scale 3: People-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	89.84	8.16	1.14
Anglo-European	41	87.51	7.62	1.18

P-value=0.1642

Table 4-9

Sub-scale 4: Motivation-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	88.54	8.23	1.15
Anglo-European	41	85.39	9.03	1.41

P-value=0.0832

Table 4-10

Sub-scale 5: Ethical-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	51	94.49	6.55	0.75
Anglo-European	41	90.56	7.95	1.24

P-value=0.0085**

*p<.050 **p<.009

Hypothesis Three:

There are no significant differences in the raw scores of African-American and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members, on the five sub-scales of the Multifactor College leadership Questionnaire II.

Testing of hypothesis three revealed that are no significant differences in the raw scores of African-Americans and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members, on the five sub-scales of the Multifactor College Leadership Questionnaire II.

The p-value for the intuitive component, influence component, people component, motivation component and ethical component did not indicate significance at the .050 level. Because the data did not reveal significant differences on the five sub-scales, hypothesis three is not rejected.

The mean, standard deviation, standard error and p-value for African-American and Anglo-European vice-presidents and deans followers/team members are presented in tables 4-11 through 4-15.

Table 4-11

Sub-scale 1: Intuitive-team-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	580.98	128.36	14.26
Anglo-European	59	591.25	110.11	14.33

P-value=0.6205

Table 4-12

Sub-scale 2: Influence-team-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	598.25	117.14	13.02
Anglo-European	59	592.49	107.14	13.95

P-value=0.7661

Table 4-13

Sub-scale 3: People-team-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	598.05	118.67	13.18
Anglo-European	59	596.81	96.10	12.51

P-value=0.9476

Table 4-14

Sub-scale 4: Motivation-team-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	580.10	143.48	15.94
Anglo-European	59	570.93	128.96	16.79

P-value=0.6976

Table 4-15

Sub-scale 5: Ethical-team-raw

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	615.15	124.31	13.81
Anglo-European	59	608.41	103.84	13.51

p-value=0.7350

Hypothesis Four:

There are no significant differences in the percentile scores of African-American and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members, on the five sub-scales of the Multifactor College Leadership Questionnaire II.

Testing of hypothesis four revealed that are no significant differences in the percentile scores of African-Americans and Anglo-European community college vice-presidents and deans, as perceived by their followers/team members, on the five sub-scales of the Multifactor College Leadership Questionnaire II. The mean of the each percentile score was found to be higher on 4 of the 5 sub-scales of the instrument for African-American vice-presidents and deans than the means of Anglo-European vice-presidents and deans. The p-value for the intuitive component, influence component, people component, motivation component and ethical component did not indicate significance at the .050 level. Because the data did not reveal significant differences on the five sub-scales, hypothesis four is not rejected.

The mean, standard deviation, standard error and p-value for African-American and Anglo-European vice-presidents and deans followers/team members are presented in tables 4-16 through 4-20.

Table 4-16

Sub-scale 1: Intuitive-team-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	82.51	18.36	2.03
Anglo-European	59	84.05	15.70	2.04

P-value=0.6025

Table 4-17

Sub-scale 2: Influence-team-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	84.99	16.74	1.85
Anglo-European	59	84.20	15.39	2.00

P-value=0.7775

Table 4-18

Sub-scale 3: People-team-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	85.36	16.91	1.88
Anglo-European	59	84.88	13.76	1.79

P-value=0.8591

Table 4-19

Sub-scale 4: Motivation-team-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	82.41	20.56	2.28
Anglo-European	59	81.12	18.37	2.39

P-value=0.7024

Table 4-20

Sub-scale 5: Ethical-team-percentile

Ethnicity of VP or Dean	N	Mean	Standard Deviation	Standard Error
African-American	81	87.48	17.77	1.97
Anglo-European	59	86.58	14.82	1.93

P-value=0.7505

Findings

Hypothesis one states that there are no significant differences in self-perception raw scores of African-American and Anglo-European community college vice presidents and deans on the five sub-scales of the Multifactor College Leadership Questionnaire II.

The mean for African-American vice-presidents and deans on the ethics component sub-scale was significantly higher than the mean for Anglo-European vice-presidents and deans. The mean for this sub-scale was revealed to be significant at the 0.050 and 0.007 level as depicted in table 4-21.

Hypothesis one was partially rejected because the data indicated significantly higher self-perception raw scores for African-American vice-presidents and deans in the ethical component sub-scale. This finding indicates that African-American vice-presidents and deans perceive themselves as having a higher ethical orientation as leaders in the community college arena. There is also an indication from the data that African-American Vice-presidents and Deans do not perceive themselves as having significantly different competencies in the remaining four sub-scales.

Table 4-21

Means, p-values and significance for Hypothesis One

	Intuitive	Influence	People	Motivation	Ethics
African-American	615.67	625.67	631.98	604.94	665.12
Anglo-European	600.00	612.44	615.85	600.19	636.46
p-values	.251	0.1964	0.1683	0.8123	**.0064
Significance					**

*p<.050 **p<.007

Hypothesis two states that there are no significant differences in the self-perception percentile scores of African-American and Anglo-European community college vice-presidents and deans on the five sub-scales of the Multifactor College Leadership Questionnaire II.

The mean for African-American vice-presidents and deans on the ethics component sub-scale was significantly higher than the mean for Anglo-European vice-presidents and deans. The mean for this sub-scale was revealed to be significant at the 0.050 and 0.009 level as depicted in table 4-22.

Hypothesis two was partially rejected because the data indicated significantly higher self-perception percentile scores for African-American respondents in the ethical component sub-scale. This finding is similar to the previous finding of the study that African-Americans vice-presidents and deans perceive themselves as having a higher ethical orientation as leaders within the community college arena.

Table 4-22

Means, p-values and significance for Hypothesis Two

	Intuitive	Influence	People	Motivation	Ethics
African-American	87.57	89.00	89.84	88.54	94.49
Anglo-European	85.51	87.12	87.51	85.39	90.56
p-values	0.2930	0.1983	0.1642	0.0832	**.0085
Significance					**

*p<.050 **p<.009

Hypothesis three states that there are no significant differences in the raw scores of African-American and Anglo-European community college vice-presidents and deans, as perceived by followers/team members, on the five sub-scales of the Multifactor College leadership Questionnaire II.

The means of the raw scores for African-American community college vice-presidents and deans as perceived by their followers/team members were higher in four of the five sub-scales of the MCLQ II, but significance at the .050 level was not revealed in the five sub-scales as depicted in table 4-23.

Hypothesis three was partially rejected because the data did not indicate significant differences in the raw scores of African-American and Anglo-European vice-presidents and deans, as perceived by their followers and team members, on the five sub-scales of the MCLQ II.

This finding indicates that followers and team members perceive no differences in the transformational leadership competencies of African-American and Anglo-European community college vice-presidents and deans.

Table 4-23

Means, p-values and significance for Hypothesis Three

	Intuitive	Influence	People	Motivation	Ethics
African-American	580.98	598.25	598.05	580.10	615.15
Anglo-European	591.25	592.49	596.81	570.93	608.41
p-values	0.6205	0.7661	0.9476	0.697	0.7278
Significance					

Hypothesis four states that there are no significant differences in the percentile scores of African-American and Anglo-European community college vice-presidents and deans, asperceived by their followers/team members, on the five sub-scales of the Multifactor College Leadership Questionnaire II.

The means of the percentile scores for African-American community college vice-presidents and deans as perceived by their followers/team members were higher in five sub-scales of the MCLQ II, but significance at the .050 level was not revealed in the five sub-scales as depicted in table 4-24.

Hypothesis four was not rejected because the data did not indicate significant differences in the percentile scores of African-Americans and Anglo-European vice-presidents and deans, as perceived by their followers and team members on the five sub-scales of the MCLQ II. This finding is similar to the third finding of the study, which indicates that followers and team members perceive no differences in the transformational leadership competencies of African-American and Anglo-European vice-presidents and deans.

Table 4-24

Means, p-values and significance for Hypothesis Four

	Intuitive	Influence	People	Motivation	Ethics
African-American	82.51	84.99	85.36	82.41	87.48
Anglo-European	84.05	84.20	84.88	81.12	86.58
p-values	0.6025	0.7775	0.8591	0.7024	0.7505
Significance					

SUMMARY

This chapter presented the data gathered in and findings of the current study of African-American and Anglo-European vice-presidents and deans. The four hypotheses of the study were tested using the *t*-test statistical method to compare the raw and percentile scores of the leaders who participated in the research by completing the self-evaluation form of the Multifactor College Leadership Questionnaire II. The data analysis also compared the raw and percentile scores of the followers/team members who participated by completing the team member form of the instrument.

The testing of the four hypotheses of this study revealed significantly higher self-perception of the ethical component of transformational leadership competencies for African-American vice-presidents and deans, as measured by the Multifactor College Leadership Questionnaire II (MCLQ II). The study found no significant differences in the remaining sub-scales as perceived by the vice-presidents and deans or their followers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR ADDITIONAL STUDY AND PRACTICE

The purpose of this chapter is to briefly present conclusions drawn from the current study's finding and to make recommendations for additional study and practice.

Conclusions

Based on the data collected and analyzed for this study of transformational competencies, the author concludes the following:

1. African-American vice-presidents and deans perceive themselves as possessing a higher ethical orientation as leaders in community colleges. These leaders recognize the importance of commitment, quality, integrity, trust and respect and attempt to model the appropriate behavior. Kouzes and Posner (p.14, 1993) state:

> If people are going to follow someone willingly, whether it be into battle or into the boardroom, they first want to assure themselves that the person is worthy of their trust.

The authors summarize the values that African-American vice-presidents and deans hold in respect to their leadership competence, leading by example and trust.

It is an important that aspiring leaders recognize the significance of moral leadership. The president of a college is the moral leader and sets the tone for the institution. Burns (1978) referred to transforming leadership as ultimately becoming moral in that it raises the level of human conduct and ethical aspiration of both leader and those led. Ciulla (1995) declares that ethics is at the center of leadership. Kouzes and Posner (1993) surmise that the credibility of leaders is dependent on trust and values. Gardner (1985) proposes that leader can preserve a necessary level of trust but must first inspire trust in themselves.

One may conclude that as African-American vice-presidents and deans ascend to the community college presidency they will bring with them the ability to be moral leaders through the modeling of acquired ethical competencies.

2. The second conclusion, based on the current study, is followers and team members perceive African-American and Anglo-European vice-presidents and deans as having no

significant differences in their transformational leadership competencies. This finding indicates that African-American community college leaders are viewed as competent and are competent in their positions.

This conclusion is key whereas African-American leaders are often viewed as filling a quota based on their race and not based on their competency. Affrimative action and other equal opportunity program have come under attack in many states. It is increasingly important that the competencies of these potential leaders are made known. As the data indicates, those who are followers or team members of African-American leaders, know that the myth of inferiority is only a myth.

As African-American ascend to the presidency, they bring with them the transformational competencies to successfully lead community colleges and to face the challenges and changes that are inherent in today environment. One may conclude that if African-Americans continue to be underrepresented in the leadership ranks it is not because of deficient leadership skills, but due to other variables.

Recommendations for Additional Study

This research answered the questions posed for the study, however other questions arise about transformational leadership comparison. A few suggested areas for further study and research may include the following:

1. Based on the results of this study, there is a need to assess the differences in transformational leadership competencies as it relates to the ethics component. With the significantly higher self-perception of African-Americans on the ethics component there is a need to investigate further through qualitative research to gain an insight to the basis for the higher self-perception.
2. The current study found no significant differences in the transformational competencies of African-Americans vice-presidents and deans and their Anglo-European counterparts in the remaining components. Yet African-Americans remain underrepresented in the leadership ranks of community colleges. A recommendation is made to investigate the factors that prevent higher numbers of African-Americans to ascend to the presidency.
3. The current study investigated transformational leadership from the perspective of vice-presidents and their followers; there is a need to investigate the

perception of leadership competencies from those who make the hiring decisions for presidents.

4. The current study was conducted in a four-state region where African-Americans are employed as vice-presidents and deans, a need exists to expand the research to other states.

5. The current study should be replicated to determine if African-Americans at other levels of community colleges have similar perceptions of transformation competencies.

Recommendation for Practice

The findings and conclusions of the current study have implications for practical applications. The author recommends the following for implementation:

1. Based on the data supporting the transformational leadership competencies of African-Americans, higher education institutions in general and community colleges in particular should strive to diversify their leadership ranks. The data indicates that African-American are perceived as competent leaders. Logically institutions should recruit, hire and

promote them into available positions of leadership based on their merit.

Summary

This study was designed to investigate if differences exist in the perception of the transformational leadership competencies of African-American community college vice-presidents and deans as compared to the perception of leadership competencies of Anglo-European community college vice-presidents and deans. The study investigated the self-perceptions of transformational leadership held by community college vice-presidents and deans as well as perceptions of transformational leadership held by their followers/team members. The study focused on vice-presidents and deans because evidence gathered by prior studies indicate that these positions are the most frequent pathway to the community college presidency (Vaughan, 1986; Vaughan, Mellander & Blois, 1994; Boggs, 1994). Boggs (1989) indicated that 51% of current community college presidents were vice-presidents or deans before obtaining the presidency. Roueche, Baker, and Rose (1989) found that 48% of top performing presidents had previously held the position of vice-president or dean.

The landmark study of transformational leadership, Shared Vision: Transformational Leadership in American Community Colleges (Roueche, Baker, & Rose, 1989), provided the basis for this study. The researchers in the Shared Vision study investigated the transformational leadership skills held by successful community college presidents and the behaviors utilized to transform their institutions. Logically, the transformational leadership attributes of community college vice-presidents and deans who will ascend to the position of president is important in predicting their success and the success of the institutions that they will lead.

The second basis for this study is community colleges face an environment that is increasingly multicultural, yet African-Americans are under-represented within the top ranks of community college leadership. Currently African-Americans comprise 12% of the population of the United States however only 5.2% of community college presidents are African-Americans (Vaughan and Weisman, 1998). The study assessed the perceived transformational leadership skills of potential African-American community college presidents to discern perceived differences and similarities in their competencies.

The literature, demographics and previous studies (Vaughan and Weisman, 1998; Phelps, Taber & Smith, 1997) on diversity in the community college point to the need for the

inclusion of more African-Americans within the leadership ranks, however there is little research to determine the competencies of these potential leaders.

The current study adds to the knowledge base of leadership as it relates to the transformational leadership attributes of African-American community college leaders.

The subjects for this study were 92 community college vice-presidents and deans employed in the states of Maryland, Virginia, North Carolina and South Carolina. The study also included 146 followers/team members, for a total of 238 participants. Participants used the Multifactor College Leadership Questionnaire II to assess the perceived transformational leadership attributes from the perspective of the leader as well as the perspective of the followers/team members.

It is logical that leader may hold one view of their leadership skills and competencies while their followers and team members hold a different view. The true measure of leadership skills and competencies lie somewhere between the two assessments. This study presented the perceptions of the leadership competencies of African-American vice-presidents and deans in comparison to Anglo-European vice-presidents and deans from the perspectives of leaders and that of followers.

The findings and conclusions indicate that African-American community college leaders possess transformational leadership attributes that are congruent with the attributes of Anglo-European leaders, but possess a higher ethical orientation.

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APPENDIX A
MULTIFACTOR COLLEGE LEADERSHIP QUESTIONNAIRE

Leadership Profile

Multifactor College Leadership Questionnaire II
(MCLQ-II)

Self-Evaluation Form

by
George A. Baker III

The contributions of Barry Russell are gratefully acknowledged.
This questionnaire is a major revision of an instrument developed
by Baker, Roueche, and Rose (1989).

College Planning Systems
Cary, North Carolina

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Revised July 1994

Please Read Before Beginning Questionnaire

Any time you try to influence the behavior of another person, you are engaging in an act of leadership. Leadership is an influence process. If you are interested in developing the potential of your staff members and building motivational climates that result in high levels of productivity and satisfaction for the short and long run, then you need to think about your leadership style.

Leadership style is the pattern of behaviors that others perceive you to use when you are trying to influence them. While your own perception of your behavior and its impact on others is interesting and important, it tells you only how you *intend* to act. Unless your perception matches that of the people you are trying to influence, it is not a very helpful guide.

The purpose of this questionnaire is to allow you to evaluate your leadership style as you perceive it. Another version will allow you to determine how your followers perceive you in leadership situations.

Directions: First, set aside the single insert sheet; you will use it later. The questionnaire contains 35 statements. Please read each statement and then select a number between 0 and 100 that indicates how well that statement applies to you. A rating of 0 indicates that the statement does not apply to you at all; a rating of 100 means that the statement applies to you perfectly. Write the number you have selected in the blank to the right of each statement.

Example:
I employ my expectations of future events to motivate others. ..... ____

Before you begin, please take a moment to complete the demographic information section below.

Demographic Information — Please complete by checking (✓) the appropriate blank.

Gender
___ 1. Male
___ 2. Female

Ethnicity
___ 1. American Indian or Alaskan Native
___ 2. Asian or Pacific Islander
___ 3. African-American
___ 4. Hispanic
___ 5. Caucasian

How long have you worked in community college education?
___ 1. 0–4 years
___ 2. 5–9 years
___ 3. 10–14 years
___ 4. 15–19 years
___ 5. 20 years or more

Age
___ 1. 29 or less
___ 2. 30–39
___ 3. 40–49
___ 4. 50–59
___ 5. 60 or more

How long have you worked on this campus?
___ 1. 0–4 years
___ 2. 5–9 years
___ 3. 10–14 years
___ 4. 15–19 years
___ 5. 20 years or more

Highest level of education
___ 1. Doctoral degree
___ 2. Master's degree
___ 3. Bachelor's degree
___ 4. Associate degree
___ 5. High-school diploma

In what year did you receive your last degree?
19_____

	A	B	C	D	E
1. I apply consistent ethical standards to my job.					—
2. I inspire followers in appropriate ways.				—	
3. I empower followers appropriately.		—			
4. I make changes when appropriate.	—				
5. I seek the opinions of followers.			—		
6. I am able to visualize a specific future for the organization.	—				
7. I encourage the ethical development of followers.					—
8. I accommodate the individual needs of followers.			—		
9. I am open to the influence of followers.		—			
10. I provide followers with incentives to excel.				—	
11. I believe that I exert appropriate influence on followers.		—			
12. I understand the values of followers.			—		
13. I influence followers through my personal behavior.					—
14. I motivate followers through clarification of my expectations.				—	
15. I employ quick and ready insights.	—				
16. I involve followers appropriately in decision making.		—			
17. I conform to a standard of what is right.					—
18. I consider the needs of my followers.			—		
19. I am visible to those I am attempting to influence.		—			
20. I am committed to innovative action to achieve goals.	—				
21. I seek to build an ethical environment.					—
22. I empower followers through tasking and consideration of their needs.		—			
23. I believe that I will be able to shape the future of this institution.	—				
24. I motivate followers to action.				—	
25. I employ appropriate power to influence the performance of others.		—			
26. I am committed to the ethical development of followers.					—
27. I respect individual differences among followers.			—		
28. I enable followers to share in a vision of the future.	—				
29. I consider the needs of my followers.			—		
30. I motivate followers to use their creative skills.				—	
31. I reward followers appropriately.			—		
32. I am able to communicate a sense of mission to others.	—				
33. I am able to galvanize a group to action.				—	
34. I am a principled leader.					—
35. I stimulate change when needed.				—	
Total for each column	—	—	—	—	—
Column:	A	B	C	D	E

Note: Locate page 5 (on the insert sheet) and follow the instructions given there.

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*For orders of less than 100 copies, add $5.00 for shipping and handling.

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100 Brownfield Court
Cary, NC 27511

Each response column on the questionnaire represents a different component of your leader's profile. The column totals represent the raw score. For each component, look in the table at the right for the raw score that is closest to yours, then read the corresponding *percentile* score and enter it in the blank below.

Column A: _____ INTUITIVE component

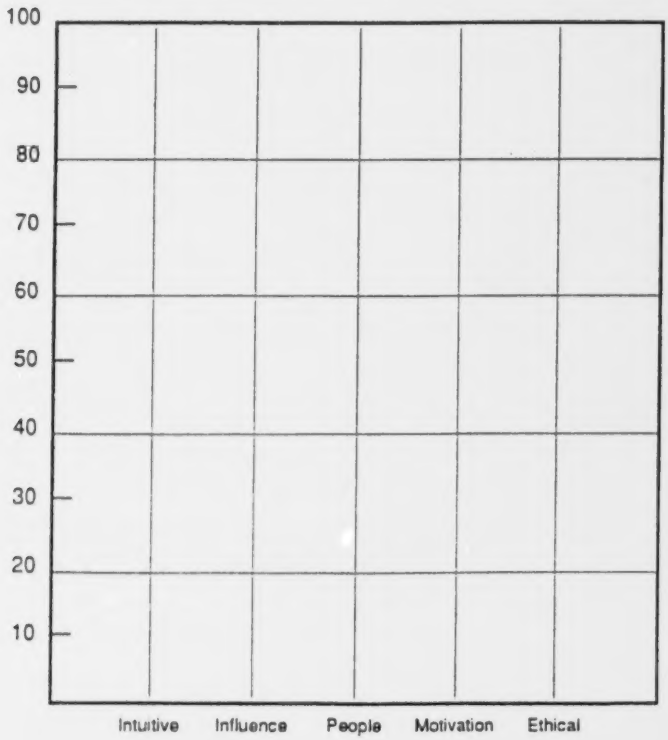
Column B: _____ INFLUENCE component

Column C: _____ PEOPLE component

Column D: _____ MOTIVATION component

Column E: _____ ETHICAL component

Scores obtained from a large sample of team members who evaluated their leaders' styles are plotted below. These points represent mean scores for the top 50 CEOs in the country. Plot your scores on the graph and connect the points to see how your leaders' profile compares to theirs.



Raw Score	%	Raw Score	%
0	0	350	50
7	1	357	51
14	2	364	52
21	3	371	53
28	4	378	54
35	5	385	55
42	6	392	56
49	7	399	57
56	8	406	58
63	9	413	59
70	10	420	60
77	11	427	61
84	12	434	62
91	13	441	63
98	14	448	64
105	15	455	65
112	16	462	66
119	17	469	67
126	18	476	68
133	19	483	69
140	20	490	70
147	21	497	71
154	22	504	72
161	23	511	73
168	24	518	74
175	25	525	75
182	26	532	76
189	27	539	77
196	28	546	78
203	29	553	79
210	30	560	80
217	31	567	81
224	32	574	82
231	33	581	83
238	34	588	84
245	35	595	85
252	36	602	86
259	37	609	87
266	38	616	88
273	39	623	89
280	40	630	90
287	41	637	91
294	42	644	92
301	43	651	93
308	44	658	94
315	45	665	95
322	46	672	96
329	47	679	97
336	48	686	98
343	49	693	99
		700	100

Team Member Form. Copyright 1992 by College Planning Systems, George A. Baker III, Director. Revised July 1994.

Research Data

Most experts agree that leadership, more than any other aspect of organizational behavior, is responsible for setting the tone for behavior. The correlation data in the matrix below demonstrates the strong correlations among the various components of the Leadership Profile model. These data demonstrate that followers see leaders as being fairly consistent in their use of the five aspects of leadership measured by the instrument.

	Intuitive	Influence	People	Motivation	Ethical
Influence	0.7926				
People	0.6800	0.8849			
Motivation	0.7615	0.8759	0.8277		
Ethical	0.6762	0.8515	0.8370	0.7991	
Composite	0.8469	0.9612	0.9247	0.9321	0.9143

Leadership Profile

Multifactor College Leadership Questionnaire II
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This questionnaire is a major revision of an instrument developed
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Revised July 1994

Please Read Before Beginning Questionnaire

Any time a person tries to influence the behavior of others, that person is engaging in an act of leadership. Leadership is an influence process. If leaders are interested in developing the potential of their staff members and building motivational climates that result in high levels of productivity and satisfaction for the short and long run, they need to think about their leadership style.

Leadership style is the pattern of behaviors that leaders use when trying to influence the behavior of others. Their own perception of their behavior and its impact on others is interesting and important, but it tells them only how they *intend* to act. Unless their perception matches that of the people they are trying to influence, it is not a very helpful guide.

The purpose of this questionnaire is to allow you to record your perceptions about the leadership style of your work group's leader. Your leader's own perceptions of his or her leadership behavior will be recorded for comparison using a different version of this questionnaire.

Directions: First, set aside the single insert sheet; you will use it later. The questionnaire contains 35 statements. Please read each statement and then select a number between 0 and 100 that indicates how well that statement applies to your group's leader. A rating of 0 indicates that the statement does not apply to your leader at all; a rating of 100 means that the statement applies perfectly. Write the number you have selected in the blank to the right of each statement.

Example:
Our leader employs expectations of future events to motivate others. . . . . ____

Before you begin, please take a moment to complete the demographic information section below.

Demographic Information — Please complete by checking (✓) the appropriate blank.

Gender
___ 1. Male
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How long have you served in your current position?
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How long have you worked on this campus?
___ 1. 0–4 years
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___ 5. 20 years or more

Highest level of education
___ 1. Doctoral degree
___ 2. Master's degree
___ 3. Bachelor's degree
___ 4. Associate degree
___ 5. High-school diploma

In what year did you receive your last degree?
19_____

	A	B	C	D	E
1. Our leader applies consistent ethical standards to our job.					—
2. Our leader inspires us in appropriate ways.				—	
3. Our leader empowers us appropriately.		—			
4. Our leader makes changes when appropriate.	—				
5. Our leader seeks our opinions.			—		
6. Our leader is able to visualize a specific future for the organization.	—				
7. Our leader encourages our ethical development.					—
8. Our leader accommodates our individual needs.			—		
9. Our leader is open to our influence.		—			
10. Our leader provides us incentives to excel.				—	
11. Our leader exerts appropriate influence on us.		—			
12. Our leader understands our values.			—		
13. Our leader influences us through his or her personal behavior.					—
14. Our leader motivates us through clarification of his or her expectations.				—	
15. Our leader employs quick and ready insights.	—				
16. Our leader involves us appropriately in decision making.		—			
17. Our leader conforms to a standard of what is right.					—
18. Our leader considers the needs of his or her followers.			—		
19. Our leader is visible to those he or she is attempting to influence.		—			
20. Our leader is committed to innovative action to achieve goals.	—				
21. Our leader seeks to build an ethical environment.					—
22. Our leader empowers us through tasking and consideration of our needs.		—			
23. Our leader believes that he or she will be able to shape the future of this institution.	—				
24. Our leader motivates us to action.				—	
25. Our leader employs appropriate power to influence our performance.		—			
26. Our leader is committed to our ethical development.					—
27. Our leader respects our individual differences.			—		
28. Our leader enables us to share in a vision of the future.	—				
29. Our leader considers our needs.			—		
30. Our leader motivates us to use our creative skills.				—	
31. Our leader rewards us appropriately.			—		
32. Our leader communicates a sense of mission to us.	—				
33. Our leader is able to galvanize our group to action.				—	
34. Our leader is a principled leader.					—
35. Our leader stimulates change when needed.				—	
Total for each column	—	—	—	—	—
Column:	A	B	C	D	E

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Each response column on the questionnaire represents a different component of your leader's profile. The column totals represent the raw score. For each component, look in the table at the right for the raw score that is closest to yours, then read the corresponding *percentile* score and enter it in the blank below.

Column A: _____ INTUITIVE component

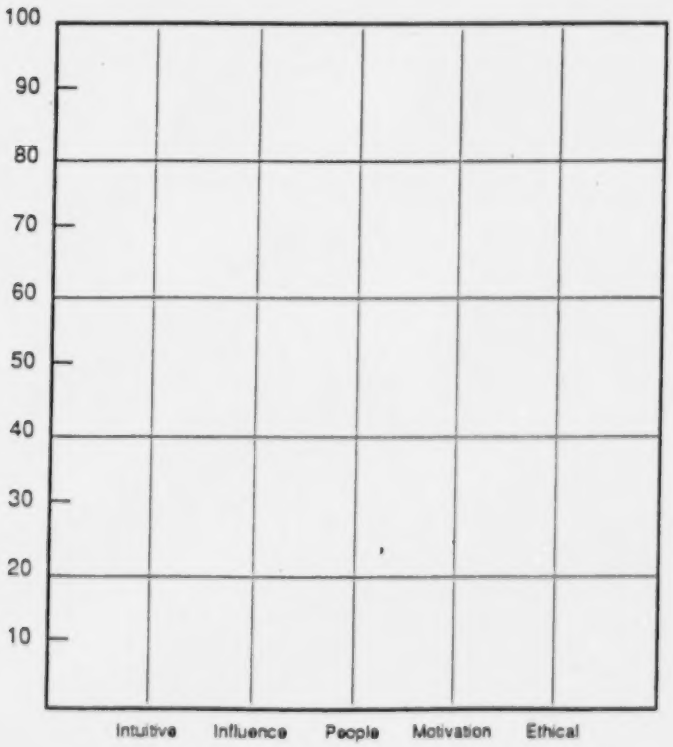
Column B: _____ INFLUENCE component

Column C: _____ PEOPLE component

Column D: _____ MOTIVATION component

Column E: _____ ETHICAL component

Scores obtained from a large sample of team members who evaluated their leaders' styles are plotted below. These points represent mean scores for the top 50 CEOs in the country. Plot your scores on the graph and connect the points to see how your leaders' profile compares to theirs.



Raw Score	%	Raw Score	%
0	0	350	50
7	1	357	51
14	2	364	52
21	3	371	53
28	4	378	54
35	5	385	55
42	6	392	56
49	7	399	57
56	8	406	58
63	9	413	59
70	10	420	60
77	11	427	61
84	12	434	62
91	13	441	63
98	14	448	64
105	15	455	65
112	16	462	66
119	17	469	67
126	18	476	68
133	19	483	69
140	20	490	70
147	21	497	71
154	22	504	72
161	23	511	73
168	24	518	74
175	25	525	75
182	26	532	76
189	27	539	77
196	28	546	78
203	29	553	79
210	30	560	80
217	31	567	81
224	32	574	82
231	33	581	83
238	34	588	84
245	35	595	85
252	36	602	86
259	37	609	87
266	38	616	88
273	39	623	89
280	40	630	90
287	41	637	91
294	42	644	92
301	43	651	93
308	44	658	94
315	45	665	95
322	46	672	96
329	47	679	97
336	48	686	98
343	49	693	99
		700	100

Team Member Form. Copyright 1992 by College Planning Systems, George A. Baker III, Director. Revised July 1994.

Research Data

Most experts agree that leadership, more than any other aspect of organizational behavior, is responsible for setting the tone for behavior. The correlation data in the matrix below demonstrates the strong correlations among the various components of the Leadership Profile model. These data demonstrate that leaders see themselves as being fairly consistent in their use of the five aspects of leadership measured by the instrument.

	Intuitive	Influence	People	Motivation	Ethical
Influence	0.5323				
People	0.5642	0.7453			
Motivation	0.6140	0.7786	0.7831		
Ethical	0.5156	0.5700	0.7018	0.5618	
Composite	0.7669	0.8555	0.9025	0.8875	0.7984

APPENDIX B
COVER LETTERS TO PARTICIPANTS

Month, date, year

Dear,

Currently, I am completing my doctoral degree at North Carolina State University and require your assistance in gathering pertinent data about leaders within the community college systems of South Carolina, North Carolina, Virginia, and Maryland. As a community college colleague and doctoral student, I thank you for your willingness to participate in this research as expressed in our last telephone conversation.

As the paradigms of leadership shift within community colleges, it is important to assess the transformational attributes of the leaders of these unique institutions. This research will examine leadership styles of community college vice-presidents, provosts, deans, directors and department heads.

To facilitate the gathering of data on leadership styles, I have included in this packet three Multifactor College Leadership Questionnaires. The questionnaires were developed by Dr. George A. Baker, III, the Charles D. Moore Distinguished Professor of Community College Leadership at North Carolina State University. They were utilized in the landmark Shared Vision study (1989) of the top 50 community college presidents.

The ivory Self-Evaluation Form is to be completed by you. The two blue Team-Member Forms are to be completed by two key leaders within your supervision. The questionnaires require about fifteen to twenty minutes to complete and return in the self addressed stamped envelopes. Your responses will remain confidential and will not be released to any other party.

Thank you for your support and participation in this research project. If you have questions or comments concerning your participation please call me at (803) 773-5382 or e-mail at Rouse@A1.Sum.Tec.sc.us. Your help is greatly appreciated.

Sincerely,

Lawrence L. Rouse
Director of Placement
Central Carolina Technical College

Dear Community College Colleague,

You have been asked to complete the attached questionnaire as part of a research project to assess the leadership skills of community college leaders within South Carolina, North Carolina, Virginia, and Maryland. Your supervisor/leader has agreed to participate and to share his/her perception of their leadership ability.

We ask that you share your perception of your supervisor's leadership skills and attributes by completing the attached Multifactor College Leadership Questionnaire and returning it in the self addressed envelope.

Please return the questionnaire within seven days.

Your participation is crucial to the success of this research and I thank you for taking time to participate. If you have questions or comments concerning this project, please do not hesitate to call me at (803) 773-5382 or you can E-Mail me at Rouse@A1.Sum.Tec.SC.US.

Thank You for your participation!

Lawrence L. Rouse
Director of Placement Services
Central Carolina Technical College

APPENDIX C
CONFIDENTIALITY STATEMENT

Statement of Confidentiality

I understand that the scores obtained through the Multifactor College Leadership Questionnaire will be held in the strictest confidence and will not be released to any other party without my permission. The information obtained through this questionnaire will be used to complete research on leadership styles among community college leaders. I authorize Lawrence L. Rouse to utilize the results of this questionnaire to complete his research on leadership styles.

(Optional)

Name_____ Signature_____

I want to receive a copy of the research results

( ) yes -- Please provide a mailing address or fax number_____

_____

( ) no

APPENDIX D
PERMISSION TO USE MCLQ II

North Carolina State University

College of Education and Psychology
Department of Adult and Community College Education
Joseph D. Moore Distinguished Professorship

Suite 300 D
Box 7801
Raleigh, NC 27695-7801
(919) 515-6269

December 4, 1995

Ms. Laura Baker
Copy Shop, Inc.
FAX 803-775-2820

Dear Laura:

Permission is granted to Lawrence Rouse to reproduce theMultifactor College Leadership Questionnaire II (MCLQ-II) for research in December 1995.

Very truly yours,

George A. Baker III
Joseph D. Moore Distinguished Professor
of Community College Leadership

GAB:jsd